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Grade 5
correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 5 TE Lessons	From Page	To Page	Standards
Theme 1: <i>The Hot and Cold Summer</i>	20A	45P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<i>Trophies</i> Grade 5 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p>

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<i>Trophies</i> Grade 5 TE Lessons	From Page	To Page	Standards
Theme 1: <i>Sees Behind Trees</i>	46A	69P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>

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			<u>Language Standards</u> 2.e. Spell grade-appropriate words correctly, consulting references as needed. 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Theme 1: <i>Yang the Third and Her Impossible Family</i>	70A	89N	<p><u>Reading Standards for Literature</u></p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Theme 1: <i>Dear Mrs. Parks</i>	90A	113N	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Theme 1: <i>Elena</i>	114A	135P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Theme 2: <i>We'll Never Forget You, Roberto Clemente</i>	138A	161N	<p><u>Reading Standards for Literature</u></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Theme 2: <i>Folktales From Asia</i>	162A	183P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Theme 2: <i>Iditarod Dream</i>	184A	201P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Theme 2: <i>Woodsong</i>	202A	223N	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 2: <i>Island of the Blue Dolphins</i>	224A	243P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 3: <i>Everglades</i>	246A	273P	<p><u>Reading Standards for Informational Text</u></p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>1.d. Provide a concluding statement or section related to the opinion presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 3: <i>Summer of Fire</i>	274A	295P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>1.d. Provide a concluding statement or section related to the opinion presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 3: <i>Oceans</i>	296A	319P	<p><u>Reading Standards for Informational Text</u></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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			<p><u>Writing Standards</u></p> <p>1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>1.d. Provide a concluding statement or section related to the opinion presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 3: <i>Seeing Earth from Space</i>	320A	347P	<p><u>Reading Standards for Informational Text</u> 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 1.b. Provide logically ordered reasons that are supported by facts and details. 1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 1.d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 3: <i>The Case of the Flying-Saucer People</i>	348A	365P	<p><u>Reading Standards for Literature</u></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>1.d. Provide a concluding statement or section related to the opinion presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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Theme 4: <i>Hattie's Birthday Box</i>	368A	389N	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 4: <i>William Shakespeare & the Globe</i>	390A	421P	<p><u>Reading Standards for Literature</u> 6. Describe how a narrator’s or speaker’s point of view influences how events are described. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2.e. Provide a concluding statement or section related to the information or explanation presented. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>

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Theme 4: <i>The World of William Joyce Scrapbook</i>	422A	439P	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 4: <i>Satchmo's Blues</i>	440A	463N	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.a. Interpret figurative language, including similes and metaphors, in context.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 4: <i>Evelyn Cisneros: Prima Ballerina</i>	464A	487N	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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			<u>Language Standards</u> 2.e. Spell grade-appropriate words correctly, consulting references as needed. 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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Theme 5: <i>Off and Running</i>	490A	511P	<p><u>Reading Standards for Literature</u></p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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Theme 5: <i>Little by Little</i>	512A	533N	<p><u>Reading Standards for Literature</u></p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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			<u>Language Standards</u> 1.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 1.c. Use verb tense to convey various times, sequences, states, and conditions. 1.d. Recognize and correct inappropriate shifts in verb tense.* 2.e. Spell grade-appropriate words correctly, consulting references as needed. 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Theme 5: <i>Dear Mr. Henshaw</i>	534A	563P	<p><u>Reading Standards for Literature</u> 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u> 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1.b. Follow agreed-upon rules for discussions and carry out assigned roles. 1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

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			<u>Language Standards</u> 1.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 1.c. Use verb tense to convey various times, sequences, states, and conditions. 1.d. Recognize and correct inappropriate shifts in verb tense.* 2.e. Spell grade-appropriate words correctly, consulting references as needed. 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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Theme 5: <i>Frindle</i>	564A	581P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

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			<u>Language Standards</u> 1.c. Use verb tense to convey various times, sequences, states, and conditions. 2.e. Spell grade-appropriate words correctly, consulting references as needed. 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Theme 5: <i>The Fun They Had</i>	582A	597N	<p><u>Reading Standards for Literature</u></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<i>Trophies</i> Grade 5 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

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Theme 6: <i>Across the Wide Dark Sea</i>	600A	623P	<p><u>Reading Standards for Literature</u></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>1.c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>1.d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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Theme 6: <i>Name This American</i>	624A	647P	<p><u>Reading Standards for Literature</u> 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3.e. Provide a conclusion that follows from the narrated experiences or events. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u> 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1.b. Follow agreed-upon rules for discussions and carry out assigned roles. 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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			<u>Language Standards</u> 1.c. Use verb tense to convey various times, sequences, states, and conditions. 2.e. Spell grade-appropriate words correctly, consulting references as needed. 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Theme 6: <i>What's the Big Idea, Ben Franklin?</i>	648A	675N	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Theme 6: <i>Lewis and Clark</i>	676A	697N	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><u>Language Standards</u></p> <p>1.c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>2.e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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Theme 6: <i>Black Frontiers</i>	698A	715P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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